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| **Unit Title: Unit 3 As the World Turns Task 2** | | | **11-13-12 Tuesday** | | |
| **Essential Question(s):**  **How do good readers retell fiction and nonfiction text?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Scott Foresman TE Book – The Lady in the Moon**  **Scott Foresman – sequence cards from the story**  **Graphic organizer worksheet** | | | | **Delightful festive symbol** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL1.2**  **I Can Statement(s): I can retell stories, including key details**  **Instructional Plan:**  **Engaging Scenario : Ask the children what they know about Thanksgiving. Discuss.**   1. **Make a venn diagram on lumens and fill in one circle labeled Thanksgiving. See TE p. 102e** 2. **Read the story The Lady in the Moon** 3. **Have students help you complete the venn diagram filling out the Moon Festival side.** 4. **Informal assessment – use the picture cards that go with the story and have them help put them in order. See TE p. 119** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.1.3,L1.1, L1.2**  **I Can Statement(s): I can write about the story elements of The Lady in the Moon**  **Instructional Plan:**   1. **Show the story elements graphic organizer and Teacher models how to fill out the organizer.** 2. **Review writing conventions.** 3. **Have students complete the organizer at their seats while the teacher models how this is done.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s): I can read words with long I sound (cvce)**  **Instructional Plan:**   1. **Introduce the spelling words by chanting or cheering out the words.** 2. **Choose a student to put the word in a sentence.** 3. **Have the children help you identify the long i sound in each word and highlight in another color.** 4. **Introduce the word wall words to the story Who Works Here?** 5. **Have students read the story together.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:SL.1.1**  **I Can Statement(s): I can participate in a conversation with a partner**  **Instructional Plan:**   1. **Have students share what they liked about the story at their table.** | | | | |
| **Closing/Summarizing Strategy** | 1. **Have students think/pair/share with their neighbor listing 1 way Thanksgiving and Moon Festival are alike and 1 way they are different.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can write about a celebration/festival they celebrate with their family.** | | **Teacher will assist those having difficulty working in a small group. Student may dictate to you if necessary.** | | | **Use the sequence picture cards to help the students retell the story.** |
| **Assessment(s) & Reflection** | | | | | |
| **Informal observation of the students’ participation. Graphic organizer that they completed.** | | | | | |